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17. ABSTRACT (MAX. 250 WORDS)

Enrollment, attendance, class size, number of teachers employed, adequacy of facilities, and problems related to the education of children of migrant workers were the concerns of a 1961 survey of schools serving children of seasonal farm workers. Questionnaires were sent to the superintendents of 105 California districts enrolling the most migrant children in the State. The data presented were based on responses to 80 questionnaires.

Results indicated some of the problems involved in providing a high quality educational program. The schools reporting employed 6.6 percent more teachers who were not fully qualified than the rest of the State. Inadequate school housing was reported by 25 percent of the districts. Of the total number of respondents, 27½ percent maintained half-day sessions for one or more classrooms; there was 8.6 percent in the State as a whole. During the period of high enrollment, class size in 87 percent of the district was over 25.

The problems arising from adverse economic and social conditions affecting the children were mainly unchanged from previous years. Respondents mentioned the detrimental affects of poor physical and mental health, of sporadic attendance, of constant adjustment to new teachers and classmates, and of general insecurity and frustration.

Low parental morale was considered a serious problem by many of the respondents, a situation which could be alleviated by the allocation of funds to permit school districts or county offices to employ social service workers to serve the adult migrants. Other recommendations were for a Federal program providing health and welfare services to families engaged in interstate commerce, summer school opportunities and special plans for pupil recruitment, and the start of a study on the teaching of English to migrant children.

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Bureau of Elementary Education
Helen Heffernan, Chief

October, 1961

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MIGRANT CHILDREN IN CALIFORNIA SCHOOLS

A 1961 Survey of Schools Serving Children of Seasonal Farm Workers

Prepared by

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Migrant Children in California Schools

A 1961 Survey of Schools Serving Children of Seasonal Farm Workers

The superintendents of schools in the 20 counties in California employing a significant number of seasonal agricultural workers were asked to name the schools in their county which enrolled the largest number of migrant children. On April 12, 1961 a questionnaire was sent to the superintendents of 105 districts who were named in response to this inquiry. Eighty-six responses were received. Six reported that migrancy was no longer a problem in their area. The data presented in this study is based on responses to 80 questionnaires. The counties and the number of school districts represented in the study are as follows:

TABLE I

Name of County and School Districts Reporting

County	Number of Districts Reporting
Butte	3
Contra Costa	3
Fresno	10
Imperial	8
Kings	1
Madera	2
Merced	4
Riverside	7
Sacramento	1
San Benito	5
San Joaquin	4
Santa Clara	10
Sonoma	9
Stanislaus	5
Sutter	5
Tulare	1
Yuba	2
	80 districts

For purposes of comparison the data has been organized into 9 groups in accordance with attendance. The number of districts reporting in each group is reported in Table II.

TABLE II

Number of Districts Reporting in Each Attendance Group

Groups	Attendance	Number of Districts Reporting
Group I	Under 100	8
Group II	100-199	8
Group III	200-299	13
Group IV	300-399	8
Group V	400-599	7
Group VI	600-999	14
Group VII	1000-2999	17
Group VIII	3000-4999	4
Group IX	Over 5,000	1
	Total	80

Table III which follows indicates the change in enrollment, the percent of increase, and the average daily attendance for the school year 1959-1960. The data is organized in accordance with attendance groups.

TABLE III

Change in Enrollment, Percent of Increase, and
Average Daily Attendance 1959-1960

Group I

Attendance under 100

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Fairhaven	16	24	8	50%	25
Fairview	54	81	27	50%	63
Las Deltas	79	92	13	16%	83
San Ramon	60	77	17	28%	64
Southside	42	72	30	71%	48
Westside Union (Sonoma County)	75	115	40	53%	90
Willow Grove	38	109	71	187%	42

This data was not included on one survey form

Group II

Attendance 100-199

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Alexander Valley Union	103	118	15	15%	103
Byran Union	186	196	12	6%	178
Central Gaither Union	176	188	12	7%	181
Encinal	154	183	29	19%	155
Nuview Union	175	194	19	11%	180
Oil King	111	200	89	80%	139
Rising Sun	112	130	18	16%	119
Waterloo	168	205	37	22%	177

Group III

Attendance 200-299

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Ausaymas	197	266	69	35%	206
Barry Union	267	311	44	16%	284
Bonita	261	284	23	9%	263
Forestville	291	341	50	17%	278
Knightsen	201	215	14	7%	213
Le Grand	275	292	17	6%	277
Meadow Union	280	334	54	19%	290
Oak Grove	263	303	40	15%	267
Ripperdan	212	245	33	16%	227
Rucker	204	238	34	17%	203
Tierra Buena	292	323	31	11%	292
Tranquillity	276	289	13	5%	279
Val Verde	285	315	30	11%	265

Group IV

Attendance 300-399

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Biggs Union	380	420	40	11%	377
Evergreen	373	396	23	6%	385
Geyserville	299	335	36	12%	362
Houston	300	360	60	20%	301
Niland	285	350	65	23%	312
Oak Grove	347	367	20	6%	347
Westmorland	390	425	35	9% -	397

This data was not included on one survey form.

Group V

Attendance 400-599

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Alvisc	442	482	40	9%	423
Coalinga-Huron	453	644	191	42%	520
Eastin-Arcola	530	630	100	19%	580
Planada	475	550	75	16%	506
San Martin	538	603	65	12%	528
Thermal	594	674	80	13%	594
Windsor Union	498	553	55	11%	487

Group VI

Attendance 600-999

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Delhi	644	698	54	8%	633
Empire Union	608	660	52	9%	602
Healdsburg Union	920	950	30	3%	878
Holtville	739	889	150	20%	846
Hughson	848	886	38	4%	857
Imperial	932	1029	97	10%	906
Lincoln	619	629	10	2%	610
Livingston	940	975	35	4%	964
Luther	554	606	52	9%	649
Palermo	585	630	45	8%	601
Perris	658	850	192	29%	811
Riverdale	745	773	28	4%	743
Sebastopol	935	978	43	5%	933
Westside (Fresno County)	598	816	218	36%	685

Group VII

Attendance 1000-2999

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Berryessa	1001	1061	60	6%	1047
Calexico	1750	2250	500	29%	2250
Ceres	2342	2421	79	3%	2339
Cloverdale	974	1022	48	5%	1000
Coachella	1317	1512	195	15%	1538
Corcoran	1687	2963	1276	76%	1959
Earlimart	937	1135	198	21%	1100
Ella	1104	1156	52	5%	1119
Firebaugh	850	1250	400	47%	1104

Group VII Continued

Attendance 1000-2999

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Franklin-McKinley	2570	2709	139	5%	1947
Gilroy	1873	1977	104	6%	1861
Gridley	1189	1274	85	7%	1207
Linda	1358	1512	154	11%	1331
Mendota	1195	1275	80	7%	1165
Morgan Hill-Burnett	1290	1314	24	2%	1185
Parlier	939	1154	215	23%	1047
Sanger	2000	2300	300	15%	2100

Group VIII

Attendance 3000-4999

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Brawley	2650	3280	630	24%	3138
El Centro	3071	3380	309	10%	3205
Indio	2851	3170	319	11%	3057
Palo Verde Unified	3380	3465	85	3%	3180

Group IX

Over 5,000

Name of District	Low Enrollment	High Enrollment	Change in Enrollment	Percent Increase	ADA
Stockton	16748	17054	306	2%	15665

The district having the highest percent of increase in enrollment in each attendance group is reported in Table IV.

TABLE IV

Districts Having Highest Increase in Enrollment in Each Attendance Group

Attendance Group	Name of District	Percent of Increase
Group I (under 100)	Willow Grove (San Benito County)	187%
Group II (100-199)	Oil King (Fresno County)	80%
Group III (200-299)	Ausaymas (San Benito County)	35%
Group IV (300-399)	Niland (Imperial County)	23%
Group V (400-599)	Coalinga-Huron (Fresno County)	42%
Group VI (600-999)	Westside (Fresno County)	36%
Group VII (1000-2999)	Corcoran (Kings County)	76%
Group VIII (3000-4999)	Brawley (Imperial County)	24%

The change in class size from the point of lowest to highest enrollment was reported for the school year 1959-1960. The data is arranged in accordance with attendance groups and is reported in Table V.

TABLE V

Change in Class Size Between

High and Low Enrollments 1959-1960

Group I

Attendance under 100

District	Low Enrollment	High Enrollment	Change
Bellota	22	25	3
Fairhaven	22	29	7
Fairview	22	29	7
Las Deltas	22	25	3
San Ramon	20	26	6
Westside Union (Sonoma County)	21	29	8
Willow Grove	19	35	16

One district did not report

Group II

Attendance 100-199

District	Low Enrollment	High Enrollment	Change
Alexander Valley Union	29	33	4
Byran Union	24	25	1
Central Gaither Union	22	23	1
Encinal	26	29	3
Nuview Union	25	28	3
Oil King	15	25	10
Rising Sun	22	26	4
Waterloo	21	26	5

Group III

Attendance 200-299

District	Low Enrollment	High Enrollment	Change
Ausaymas	25	33	8
Barry Union	30	33	3

Group III Continued

Attendance 200-299

District	Low Enrollment	High Enrollment	Change
Bonita	28	31	3
Forestville	26	31	5
Knightsen	23	25	2
Le Grand	18	20	2
Meadow Union	28	33	5
Oak Grove	29	34	5
Ripperdan	26	28	2
Rucker	29	34	5
Tierra Buena	30	42	12
Tranquillity	27	30	3
Val Verde	25	28	3

Group IV

Attendance 300-399

District	Low Enrollment	High Enrollment	Change
Bates Jt. Union	24	24	0
Biggs Union	29	32	3
Evergreen	27	28	1
Geyserville	30	35	5
Houston	25	30	5
Niland	28	32	4
Oak Grove	29	30	1
Westmorland	29	32	3

Group V

Attendance 400-599

District	Low Enrollment	High Enrollment	Change
Alviso	32	34	2
Coalinga-Huron	22	30	8
Eastin-Arcola	29	33	4
Planada	25	30	5
San Martin	28	32	4
Thermal	26	29	3
Windsor Union	28	31	3

Group VI

Attendance 600-999

District	Low Enrollment	High Enrollment	Change
Delhi	31	33	2
Empire Union	34	36	2
Healdsburg Union	30	33	3
Holtville	27	33	6
Hughson	33	34	1
Imperial	29	32	3
Lincoln	28	31	3
Livingston	28	30	2
Luther	29	31	2
Palermo	29	32	3
Perris	31	33	2
Riverdale	30	31	1
Sebastopol	28	29	1
Westwide (Fresno County)	24	33	9

Group VII

Attendance 1000-2999

District	Low Enrollment	High Enrollment	Change
Berryessa	28	34	6
Calexico	30	35	5
Ceres	29	30	1
Cloverdale	30	32	2
Coachella	30	34	4
Corcoran	38	40	2
Earlimart	30	38	8
Ella	23	24	1
Firebaugh	23	34	11
Franklin-McKinley	30	38	8
Gilroy	30	32	2
Gridley	30	32	2
Linda	29	32	3
Mendota	25	27	2
Morgan Hill - Burnett	29	29	0
Parlier	30	35	5
Sanger	31	33	2

Group VIII

Attendance 3000-4999

District	Low Enrollment	High Enrollment	Change
Brawley	26	32	6
El Centro	26	29	3
Indio	28	32	4
Palo Verde	24	25	1

Group IX

Attendance Over 5000

District	Low Enrollment	High Enrollment	Change
Stockton	31	40	9

Table VI shows the class size at the time of highest enrollment in the various districts reporting.

TABLE VI

Class Size at Time of

Highest Enrollment

Class Size	Number of Districts
20-25 pupils	10
26-30 pupils	23
31-35 pupils	40
36-40 pupils	5
41-45 pupils	1

No report from one district

Eighty-seven percent of the districts reporting enroll 26-42 pupils at the enrollment peak; approximately 13 percent enroll between 20-25 pupils at that time.

Table VII lists the districts having the largest class size at the time of highest enrollment. The information is organized in accordance with attendance groups.

TABLE VII

Districts Having Largest Class Size

in Each Attendance Group

at Time of Highest Enrollment

Attendance Groups	District	Class Size
Group I (under 100)	Willow Grove (San Benito County)	35
Group II (100-199)	Alexander Valley (Sonoma County)	33
Group III (200-299)	Tierra Buena (Sutter County)	42
Group IV (300-399)	Geyserville (Sonoma County)	35
Group V (400-599)	Alviso (Santa Clara County)	34
Group VI (600-999)	Hughson (Stanislaus County)	34
Group VII (1000-2999)	Corcoran (Kings County)	40
Group VIII(3000-4999)	Brawley (Imperial County) / Indio (Riverside County)	32
Group IX (Over 5,000)	Stockton (San Joaquin County)	40

Information regarding the number of teachers employed, and the number serving on provisional credentials in each attendance group is reported in Table VIII.

TABLE VIII

Number of Teachers Employed and Number

Serving on Provisional Credentials

Group	Teachers Employed	Number Teaching on Provisional Credentials
I (under 100)	22	3
II (100-199)	54	13
III (200-299)	132	36
IV (300-399)	111	20
V (400-599)	138	27
VI (600-999)	376	63
VII (1000-2999)	933	183
VIII (3000-4999)	485	82
IX (Over 5,000)	545	79
Total	2,796	506

18 percent of the teachers serving these schools are working on provisional credentials. As of November 30, 1959, 11.4 percent of all California's elementary school teachers were serving on provisional credentials.

The number of districts in each attendance group which maintained half-day sessions and the grades in which these sessions were organized are reported in Table IX.

TABLE IX

Half Day Sessions and Grades in Which They Are Maintained

Group	No	Yes	Grade
Group I (under 100)	8		
Group II (100-199)	7	1	K
Group III (200-299)	12	1	1,2,3
Group IV (300-399)	6	2	K
Group V (400-599)	3	4	K,1,2
Group VI (600-999)	11	3	K,1
Group VII (1000-2999)	9	8	K,1,2,3, 4,6,7,8
Group VIII (3000-4999)	2	2	1,2
Group IX (Over 5000)		1	1,2
Totals	58	22	

27.5 percent of the districts reporting have one or more grades on half-day sessions.

8.6 percent of all the elementary school districts and the unified districts in California had one or more grades on half-day session (October 31, 1960.)

Persons to whom the questionnaire was addressed were asked "Is your present school housing adequate to meet needs during the enrollment peak?" Responses to this question are reported in Table X.

TABLE X

Adequacy of School Housing

Attendance Groups	Districts Reporting Adequate Housing	Districts Reporting Inadequate Housing
Group I (under 100)	5	3
Group II (100-199)	5	3
Group III (200-299)	10	3
Group IV (300-399)	8	
Group V (400-599)	6	1
Group VI (600-999)	11	3
Group VII (1000-2999)	12	5
Group VIII (3,000-4,999)	2	2
Group IX (Over 5,000)	1	
Total	60	20

25 percent of the schools reporting state that housing is not adequate to meet school needs at enrollment peak.

The comments which follow are quoted from the questionnaires and present additional information regarding school housing:

1. A new school will be built in another year that will house most of the migrant children when they come to us. The farms and orchards in this district are being made into housing areas. Before many years, few farms will be left.

2. Temporary housing is utilized but no additional units are necessary on account of the migrant population.

3. We use our old building which houses a maximum of three classes.

4. Since 1953 classroom space has been adequate. We are approaching a time--next year or the year after--when housing will not be adequate.

5. Housing is adequate at the present time. However, with continued growth this will not always be true.

6. We convert a portion of our cafeteria into a classroom to meet the needs of increased enrollment at this particular time.

7. At the high school level, rural students come one hour earlier and leave one period earlier in order to provide additional classroom space for the town pupils.

8. It should be noted with the average class load of 30.7 shortly after the peak enrollment we could not possibly show inadequate housing on our total program. However, at peak enrollment the classes in the schools serving migratory children get considerably larger. Up to 38 or 40 children are enrolled.

9. Housing is adequate if attendance is equally divided among the classes. It is not adequate if a majority of the pupils enroll in just a few of the classes which is usually the case. Some classes become overcrowded. However, by shuffling desks and using tables we are able to manage. One year we had to resort to the use of lug boxes.

10. We have purchased a new site, anticipating the need for an additional school within two years. A new freeway is under construction.

Summary of Problems Related to the Education of Children of Seasonal Agricultural Workers

The final question on the survey form was "What are the most serious problems related to the education of migrant children?" A summary of the responses received appears below. The succeeding section presents selected quotations taken from 20 questionnaires.

1. Migrancy itself was mentioned as the most serious problem. The mobility of the children accounted for irregular attendance and loss of many days at school. The lack of continuity in attendance, and frequent adjustments to strange groups and new teachers, were mentioned as aspects of the same problem. (39 responses)

2. The low achievement of the children and the fact that most were retarded in several areas of study was mentioned as a major problem. (20 responses)

3. The difficulty of obtaining transfers and records from schools previously attended continues to present difficulties. (19 responses)

4. A related problem is that of finding the achievement level and assigning the children to the proper class and grade. Differences in curriculum and in guidance practices in the different schools attended complicate this problem. (15 responses)

5. The indifference of parents to the welfare of their children and to their attendance at school is a concern in many districts. (13 responses)

6. Problems of cleanliness and of health, while improved, are still serious. (13 responses)

7. Lack of proper food and clothing prevented many children from making satisfactory school adjustments. (13 responses)

8. Poor housing and a general background of cultural and social deprivation complicated problems of learning. (12 responses)

9. The children's lack of emotional stability, interest, and purpose, their poor social adjustments, in fact, their general low morale were frequently mentioned. (16 responses)

10. Children from homes where Spanish is the native tongue have special problems of learning and adjustment. Several schools listing this problem added that the problem is increasing. (11 responses)

11. Difficulty of having a sufficient supply of books and materials available when needed was sometimes a problem. (5 responses)

12. Attendance problems due to need to work was listed. (3 responses)

13. Irregular attendance which reduces average daily attendance and causes financial loss to the districts was a problem. (2 responses)

14. The entrance of migrant children into established classes disturbs the morale of the teachers and the children who are permanent residents. (3 responses)

15. Classes are too large for effective instruction. (1 response)

16. An adequate supply of fully credentialed teachers is needed. (1 response)

17. Housing for teachers would be of great assistance in meeting problems of recruitment. (1 response)

Comments included on the questionnaires indicate that school authorities are aware of the problems of the children and that they recognize the complex nature of these problems. Quotations selected from 20 questionnaires are presented in the section which follows:

1. We find the children far behind in their work for their grade. Many of them are very intelligent children, and it is a pity that they move around so much. I tell all the teachers to "welcome the children with open arms" as they will not be with us long. While they are here with us, we try to make their lives as happy at school as we can.

A new school will be built in another year that will house most of these children when they do come to us. The farms and orchards in this district are being made into housing areas. Before many years, few farms will be left.

2. The greatest problem is retardation. Most of the children have to spend at least one extra year in the elementary grades, not because of lack of ability, but because of loss of time due to transfers. Lack of morale and enthusiasm for school become a problem in the upper grades, as pupils drop farther and farther behind their classmates.

About 36 percent of our school population is of Spanish-speaking background and these numbers are increasing. Special help in language and in adjusting to the American culture is needed.

3. Entire families who can speak no English come to be registered. They have just come from Mexico by way of Texas. They enter the United States under a special arrangement with the large land owners in Texas. They stay long enough to harvest a crop and arrive here in time to pick grapes. I seriously question the legality of their entry, but they all have green cards to prove name, birth date, parent's names and port of entry. These cards have no expiration date. We must use a custodian who is Mexican to interpret.

The attendance of the children is very irregular. Some do not come until they are required to do so.

They live in filthy cabins where younger children run around caked with dirt and filth. They have head lice, scabies, impetigo and ringworm. Their clothing is usually very ragged and we have to force the parents to clean them up and clothe them. The parents send all the money they can back to Mexico.

The children are very respectful to the teachers and are usually eager to learn.

4. The children of migrant families typically suffer academic disabilities that are directly related to frequent changes at school. Some children from migrant families are shy and unhappy because they feel there is no point in trying to make friends with girls and boys from whom they will shortly be separated.

5. The migrant children are here today and gone tomorrow. Many are scholastically retarded and it is difficult to place them in the correct class in school. Many have poor attitudes

toward school. Health, cleanliness, and lack of proper clothing are problems. With Spanish-speaking children, the language problem adds to all the others. Some of their needs are met, but there is much room for improvement. What a waste of brain power!

6. The major problem is keeping the migrant children in school. It is often weeks between the time they leave one school and the time they enroll in another. In other words, the major problem is lack of parent cooperation. Obtaining the children's records is another major problem. Adjustments in the curriculum to meet their needs also presents many difficulties.

7. Usually the migrants are not with us long enough so that we can help them.

8. Placing pupils in the proper groups in the primary grades is difficult. Class routines are disrupted by the necessity of making adjustments for new pupils. This is frustrating for the teacher and for the other pupils. About the time that all are working comfortably, many start to move away, necessitating another adjustment. The average daily attendance does not adequately reflect this additional load.

Many of the pupils are not up to grade level in their studies. A teacher who has an interest in education and an interest in each of her pupils will often spend a great deal of time helping a slow pupil to the detriment of instruction for other girls and boys.

9. The greatest problem which we face is the turnover in enrollment. While a high and low enrollment does not vary greatly, about 20 to 30 percent of the pupils move in and out. Some are here several times each year. While our average daily attendance was 347, we had 370 pupils enter or leave after the opening of school.

All of this movement was confined to a small group. Some classrooms never had over 30 pupils in the room at one time, but the teacher had 75 to 80 pupils enrolled throughout the year.

Obviously these pupils who constantly move, drop behind educationally. The constant movement and resultant time required by the teacher to help new pupils adjust, affects the achievement of the rest of the class. Another serious factor with the migrant pupils is unexcused absences. The loss of money for average daily attendance is serious. Last year we had to declare some 30 pupils truant.

10. The mobility of the pupil population is still a serious problem so far as maintaining a continuing educational program is concerned, because it hinders the efforts of the teacher in trying to attain worthwhile educational goals. The factors of poor home environment and the consequent attitudes of frustration and despair which affect the children do not contribute to learning.

At best, these children get piecemeal material aid from local organizations; at worst, they are exposed to a life which tends to make them easy prey to attitudes of self-pity, injured pride, lack of confidence, and little hope so far as the future is concerned.

The teachers do a creditable job in trying to counteract these negative forces. Our board members have urged me to try to instill in these children a desire to continue their education, but we usually have them for such a short period that the value of our influence is questionable. Not every child can find the happy moment which greeted the little migrant girl in "A Desk for Billie."

11. In this area we have a different group of migrants for each of the major crops; i.e., cotton, lettuce, melons, and the like. There is often difficulty in getting the children enrolled in school; the parents would rather have them in the fields. The children barely become adjusted to the classroom when the parents decide to move on, especially on weekends. This also entails a considerable loss in textbooks and other instructional materials.

12. The greatest problem is excessive absence or loss of time due to many moves throughout the school year. Many of these children enroll during the middle of October without having been previously enrolled in any school until that time. This contributes to and compounds the educational retardation of many of these children.

13. In our opinion, the most serious problem related to the education of migrant children is the very short school year. Most of them start returning about October 15, a month late. Many of them leave about May 10, a month early. They do not attend school while they are traveling. Not one in 50 brings a report card or reports attending school except while here. In spite of curriculum adjustments they fall behind and get discouraged.

14. The fact that many of the migrant children speak little English is one of the major problems in this school district. Many have missed so much school that they are behind in academic achievement. Their attendance is sporadic because they are working with parents in the fields. The fact that they are in and out of school frequently makes it difficult to provide any type of continuing education.

In many instances poor health is also a part of the problem.

15. Inadequate housing, sporadic attendance, and some lack of acceptance from permanent residents or from other migrants, are serious problems. Many children come without transfers, and trying to obtain records seems futile, because who knows how long they are going to stay? One pupil enrolled for only half an hour and was gone again. Another said that ours was the seventh school he had attended that year. Teachers report that some children resist the new situation and frequently say, "In my old school, they did it this way." Shy children have the greatest difficulty in adjusting. Most of the migrant children are behind in their studies. This is especially true of those who come from other states. Enforcing the attendance law is complicated by claims of out-of-state children that their school year is ended, and by pupils requesting permission to work. Eighth graders who enter near the end of the school year frequently have no proof of passing an examination on the Constitution of the United States.

16. It is hard to get the migrant children started in school and by the time they get settled down to work routines in the classroom, they move on again.

17. Our purpose is making each child feel that he is a part of the school and that each employee is working for his welfare,

18. Many migrant children are enrolled in this school. A large number of children from foster homes also are in attendance. These children need special help because a great number of them are working below grade level. Additional services in counseling and guidance are needed because many of the children are emotionally disturbed. Improved housing is of great importance. Many

of the present facilities are truly rural slums. Health education is needed throughout the community.

19. The number of migrant workers has decreased during the last few years. The figures on high and low enrollment do not represent the number of migrant children actually in attendance because of the rapid turnover. A teacher may never have more than 30 children in his class at any one time, but may have 90 to 100 names on the register during the year.

20. The fact that many of the children are over-age for their grade causes them to lose interest in school, and results in discipline problems. The poor home environment prevents many talented children from achieving their full potential. The indifference of some parents to the welfare of the children, poor housing, malnourishment, and insufficient clothing are continuing problems.

Conclusions

Results of this survey indicate that migrancy is not as extensive as it has been in former years, but for the children affected the problems are still serious. The problem has lessened in extent but has not changed in character.

Figures for comparison are not available, but observation and experience indicate that much progress toward improving educational opportunities for migrant children has been made in the last decade. However, the survey indicates the extent to which problems of providing a high quality educational program still exist.

Educational authorities still face problems of obtaining fully qualified teachers, of supplying appropriate school housing, of providing a full day's instruction for all pupils, and of maintaining classes of teachable size. The data presented in this report indicates that the schools reporting employ 6.6 percent more teachers who are not fully qualified than the percent for such employment throughout the State. Twenty-five percent of the districts reporting stated that their school housing is not adequate. Twenty-seven and a half percent of the districts reporting maintain half-day sessions for one or more classrooms, as against 8.6 percent in the State as a whole — a difference of 18.9 percent. During the period of high enrollment, class size in 87 percent of the districts is over 25. In groups of this size little individual instruction can be given.

The problems arising from adverse economic and social conditions affecting the children are largely unchanged. The educational authorities are aware of these problems. Frequent mention is made of the detrimental affects of poor physical and mental health, of sporadic attendance,

of constant adjustment to new teachers and classmates, and of general insecurity and frustration. These factors make the achievement of a desirable educational program extremely difficult, if not impossible.

A significant number of the reports mention the low morale of parents as a serious problem. Funds which would permit school districts or county offices to employ social service workers to serve the adult migrants would be of great assistance in improving this situation.

Providing health and welfare services promptly when needed continues to be a problem. A program through which the federal government could make these services available to families engaged in interstate commerce would be of major importance.

The fact that the school year is shortened for many migrant children is a problem frequently listed in the survey. Providing opportunities for children to attend summer school appears to be a promising way to meet this problem. In certain areas migrant workers are employed during the summer months only, and children and parents may not be informed regarding the possibility of attendance in summer schools. Special plans for recruitment of pupils may be needed.

An increasing number of migrant children come from homes where English is not the native language. These children have special educational problems. An intensive study should be launched to explore ways of improving the teaching of English so that these children will be helped to fulfill their responsibilities as citizens and productive workers.